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ABSTRACT

A study analyzed the delivery of dabaters participating in the final rounds of the CEDA (Cross Examination Debate Association) National Tournament from 1989-1991. Transcripts of the final rounds were used to determine the words-per-minute and the number of pieces of evidence read per speech. Three statistical measures were used to analyze the information: description of the data, a correlation coeficient calculated between words-per-minute (wpm) and evidence-per-speech (eps), and independent three-way ANOVAs of wpm and eps. Results indicated that the lack of correlation between eps and wpm disconfirmed prior assumptions that evidence is the cause of rapid delivery. Additionally, there was an interesting lack of difference between wpm and the different speeches, suggesting that the 1AR (First Affirmative Rebuttal) is not the culprit behind rapid delivery. Results further indicated a significant difference in terms of eps in both the Constructive/Rebuttal and the First/Second speech, with Constructive having more evidence that Rebuttals and First speaker having more evidance than Second speakers. (Several tables of data are included. (PRA)

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An Objective Analysis of CEDA

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An Objective Analysis of CEDA

ABSTRACT

Given the controversial nature of delivery in CEDA, this paper offers an objective analysis of final rounds at the CEDA National Tournament from 1989 to 1991. The paper examines the words-per-minute per speech, and the number of pieces of evidence read per speech. A correlation coefficient was calculated between words-per-minute and evidence-per-speech with no significant results. A 3 Way ANOVA was calculated for both wpm and eps examining the effect of Affirmative/Negative, Constructive Rebuttal, and First/Second. ANOVA of wps yielded no significant differences. ANOVA of eps found an effect for Constructive/Rebuttal and First/Second. These findings are briefly discussed.

An Objective Analysis of CEDA

One of the most controversial aspects of debate is delivery. Adherents to different sides of the delivery controversy develop good arguments based on their respective paradigms (for example Louden & Austin, 1983). However, it is a which will most likely continue. The purpose of this paper is, therefore, not to settle this controversy. The resolution of the delivery controversy demands evaluations based on individual interpretations and decisions. However, for proper discussion it would seem objective information would be beneficial. Thus, the purpose of this paper is to offer an objective analysis of CEDA through an examination of the final rounds at the CEDA National Tournament from 1989 to 1991[1].

Review of Literature

Debate has long been considered a delivery activity, Lawson (1991)

[1] Eternal, and sincere thanks must go to James Brey who spent the time and energy transcribing the CEDA National final rounds. This contribution is not only impressive through its magnitude of effort, but also through its benefit to examinations of our activity.

explains, "virtually every text on debate and argumentation over the past thirty years stresses the importance of 'oral skills'" (p. 56). Certainly, CEDA can also be seen as, at least initially, stressing "oral skills".

A number of histories have pointed to CEDA's origin and its relation to delivery. Ziegelmueller (1990) explains "he (Jack Howe) objected to what he saw as an excess emphasis on research and speed of delivery among policy debaters" (p.27). The CEDA organization was therefore founded to "create an alternative form of debate emphasizing analysis, and slower, more persuasive delivery" (Ziegelmueller, 1990, p. 27).

Certainly, these attitudes show a correlation which individuals have supposed would link rate of delivery to amount of evidence used. Though writing about NDT Freeley (1990) explains,

> experienced NDT debaters operating in a tournament situation on the national circuit are under great pressure to pack as much evidence and argument as possible into the time limits (p. 280).

Howe (1981) offers a similar explanation of the controversy in CEDA when describing the disparity between teams with "ox-boxes full of evidence" and the teams who explain that evidence is not needed in CEDA. Howe also offers the linkage between evidence and rate when explaining:

> If the debate giving the first affirmative speech feels pressure to accelerate his rate of speaking in order to give the entire case, then it can be suggested that the case is trying to cover too much and that some of the substructure, even perhaps a whole contention, can be profitably omitted, in favor of a more relaxed and comprehensible style of speaking. (p. 1)

Lewis and Vartabedian (1986) affirm this idea, "the pressures which lead to rapid delivery are great and value debate is not exempt from these pressures" (p. 130). Gotcher and Greene (1988) propose that CEDA was designed to balance evidence, analysis and delivery. Therefore, the controversy of delivery is often spoken in terms of evidence usage.

Some argue that these "pressures" have tilted the "balance" of CEDA debate. Brownlee (1984) asserts, "CEDA is less communication-oriented and less innovative than in its youth" (p. 96). Brey (1989) found that 25.7% of judges would not tolerate speed in delivery. He explains "these judges abhor speed 'not because [they] can't flow it, but because it doesn't belong in CEDA" (p. 76). Interestingly, Brey also found 13.5% of judges who enjoyed a fast round. Certainly, CEDA is now embroiled in a controversy over delivery not only in its scholarly discussions but also in its rounds.

This controversy has also sparked a number of authors to propose solutions. Ulrich (1985) proposes a model utilizing the judge as a referee. Jensen and Preston (1991) propose a number of solutions: critic intervention; delivery as a criterion for evaluation; inexperienced critics; audience debates; and offering the alternative of AFA-NDT debate. Perhaps Lawson (1991) most eloquently sums up the elements of altering tournament behavior when he explains,

> " I do urge that no effort to modify tournament delivery behavior, whether it be an NDT approach, a CEDA approach or an ADA approach, can be viable without judge endorsement and enforcement" (p. 62).

Thus, it become apparent that, given the differing opinions of debate judges on the issue of speed, the direction of CEDA concerning the issues of rate and evidence are a controversy with no easy solution.

It should finally be noted that studies of speaking rate have yielded some interesting results. Colbert (1988) summarizes the general opinion when stating, "the consensus of experts agree that the range of normal public speaking is between 100 and 200 wpm [words per minute]" (p. 2). However, as Freeley (1990) notes, "the human mind is easily capable of absorbing far more than 300 words per minute, *provided the listener is*

willing to concentrate and provided the delivery is intelligible [Italics in original]" (p. 280).

Previous studies concerning debate speaking rate have found consistent results. Rouse and Thomas (1987) studied the words per minute (wpm) of IAR speakers in NDT and found the average to be 286 wpm. Colbert (1988) studied speaking rates of CEDA National finals 1986-1988 and found the averages (1986- 241wpm; 1987- 234 wpm; 1988- 227). Finally, Weiss (1987) found that articulation-pronunciation was the most important factor to intelligibility.

The rate of delivery is a controversial subject in CEDA as well as the debate community as a whole. The rate of delivery has been linked to use of evidence and some have proposed specific courses of action to modify debater's tournament behavior. This controversy is one worth discussion and study. Thus, following Colbert's (1988) study, this paper proposes to objectively analyze the CEDA National final rounds 1989 - 1991.

METHODOLOGY

Transcripts of the final rounds at the CEDA National Tournament were provided by James Brey on computer disc (IBM WordPerfect 5.1). The transcripts were read and extraneous information (e.g. [laughter], or [one])

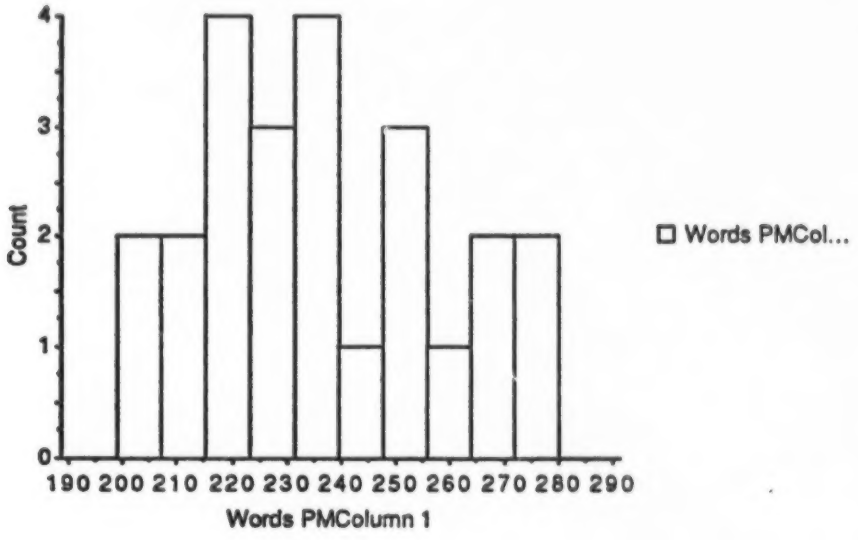
was eliminated. The transcripts were reduced to only those words spoken by the debaters during the allotted time for the particular speech. In order to attain as true a word counts as possible [unintelligible], an indication of a word which could not be made out for transcription, was left in for the analysis. The reason being that an unintelligible word is still a word and thus relevant to this study.

Additionally, the transcripts were examined for a "evidence per speech"count. Each speech was read and the number of pieces of evidence was attained. It should be noted that definitions were considered as evidence, additionally no weighting was made for the length of a piece of evidence. Also, though some pieces of evidence could not be verified by the transcriber, any statement offered in the form of evidence by a debater was coded (e.g. "Hatch in '89 says . . . " would be considered as a read piece of evidence) based on the assumption of honesty among debaters in the final round of the National Tournament.

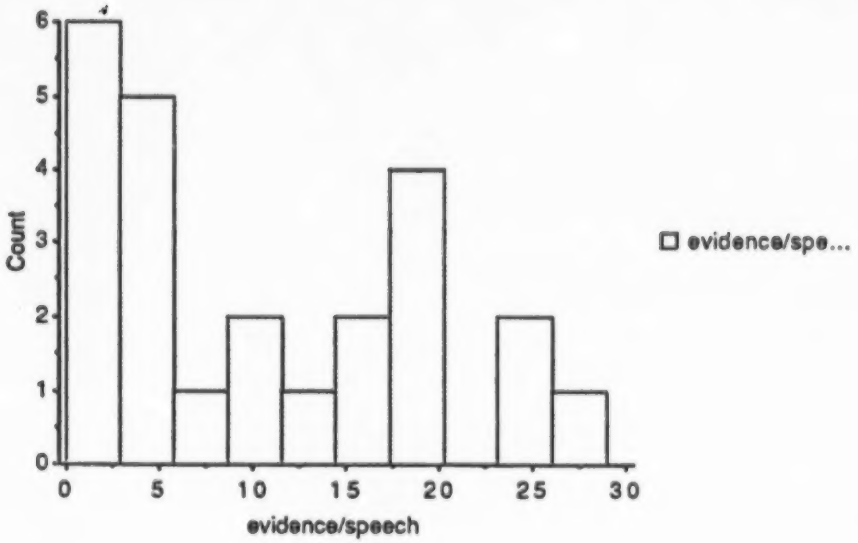
This information was put through three statistical measures. Initially, the data was described. Second, a correlation coefficient was computed for words per minute (wpm) and evidence per speech (eps). Finally, wpm and eps were put through independent three-way ANOVAs.

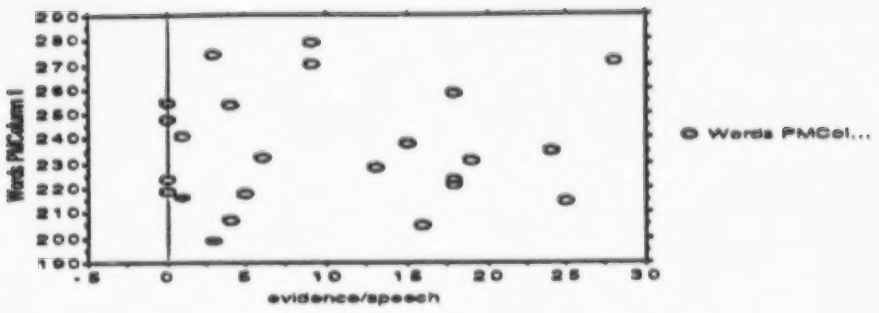
Results

The wpm averages across the three rounds yielded a mean of 235.873 and a standard deviation of 23.091. The range was 199wpm to 279.25 (80.25).



The eps yielded a mean of 9.958 and a standard deviation of 9. The range was 0eps - 28eps (28).





Anova table for a 3-factor Analysis of Variance on Y 1 : evidence/speech

Source:	df:	Sum of Squares:	Mean Square:	F-test:	P value:
C or R (A)	1	1247.042	1247.042	45.763	.0001
First or Second (B)	1	126.042	126.042	4.625	.0471
AB	1	3.375	3.375	.124	.7295
A or N (C)	1	15.042	15.042	.552	.4683
AC	1	12.042	12.042	.442	.5157
BC	1	18.375	18.375	.674	.4236
ABC	1	5.042	5.042	.185	.6728
Error	16	436	27.25		

There were no missing cells found.

Anova table for a 3-factor Analysis of Variance on Y 1 : Words PMColumn 1

Source:	df:	Sum of Squares:	Mean Square:	F-test:	P value:
C or R (A)	1	404.671	404.671	.882	.3616
First or Second (B)	1	605.01	605.01	1.318	.2677
AB	1	1811.344	1811.344	3.947	.0643
A or N (C)	1	740.926	740.926	1.615	.222
AC	1	581.643	581.643	1.268	.2768
BC	1	258.07	258.07	.562	.4642
ABC	1	519.87	519.87	1.133	.303
Error	16	7341.963	458.873		

There were no missing cells found.

The computations represented on page eleven offer graphic illustration of the correlation coefficient (.048, p> .05), the ANOVA for eps which yielded two significant differences (Constructive/Rebuttal) and First/Second, and the ANOVA for wpm which yielded no significant differences (see Appendix I).

Discussion

While the purpose of this paper is not to evaluate the current practices of CEDA, there are several interesting results from the analysis of the 1989-1991 CEDA National final rounds. Initially, the lack of correlation between evidence per speech and words per minute tends to disconfirm the assumptions by many that evidence is the cause of rapid delivery. Additionally, it is interesting to note the lack of difference between words per minute and the different speeches. This would tend to disconfirm the assumptions that IAR is the culprit behind rapid delivery. Additionally, there was a significant difference found, in terms of evidence per speech, in both the Constructive/Rebuttal and the First/Second speech. Constructive having more evidence than rebuttals and First speaker having more evidence than Second speakers.

Certainly this paper is filled with flaws. Some would argue that the final round is not representative. Others would point to the limited

number of rounds examined. Finally some would contend that the paper gives no real conclusions. However, this paper, as has been noted, is not designed to answer any of the significant questions, nor is it designed to be the final "objective analysis of CEDA". This paper has merely sought to examine some of the interactions and effects of the different speeches on words per minute and evidence per speech. It will be left to the readers and the CEDA community as a whole to make decisions about this information.

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Appendix I

The ABC Incidence table on Y 1 : Words PMColumn 1

First or Secon... / A or N:		First		Second		Totals:
		Aff	negative	Aff	negative	
Cor B	Constructive	3 214.417	3 238.125	3 244.583	3 262.792	12 239.979
	Rebuttal	3 242.733	3 228.133	3 219.533	3 236.667	12 231.767
Totals:		6 228.575	6 233.129	6 232.058	6 249.729	24 235.873

The ABC Incidence table on Y 1 : evidence/speech

First or Secon... / A or N:		First		Second		Totals:
		Aff	negative	Aff	negative	
Cor B	Constructive	3 19.667	3 20	3 11.667	3 17.333	12 17.167
	Rebuttal	3 5	3 4.333	3 .333	3 1.333	12 2.75
Totals:		6 12.333	6 12.167	6 6	6 9.333	24 9.958